GUIDELINES
for the
SPECIAL REVIEW ASSESSMENT 11
for
THE GRADE 11 HIGH SCHOOL PROFICIENCY TEST

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GUIDELINES FOR THE SPECIAL REVIEW ASSESSMENT
(SRA11)
FOR THE GRADE 11 HIGH SCHOOL PROFICIENCY TEST

INTRODUCTION

New Jersey Statute (N.J.S.A. 18A:7c-3), and Administrative Code (N.J.A.C. 6:8-7.1), provide for an alternate assessment of twelfth-grade students who have met all graduation requirements except for passing all sections of the Grade 11 High School Proficiency Test (HSPT11). The Special Review Assessment (SRA11) process was developed to provide this alternate assessment. The SRA11 provides students with the opportunity to exhibit their understanding and mastery of the HSPT11 skills in contexts which are familiar and related to their experiences.

The SRA11 content is linked to the HSPT11 test specifications. This is necessary in order to ensure that students who are certified through the SRA11 have demonstrated the same skills and competencies at comparable levels as students who pass the test itself. The procedures used for the development of the SRA11 materials were designed to ensure that the SRA11 is:

> aligned with the skill clusters and performance levels of HSPT11; and,

> fair, reliable, and comparable for all eligible SRA11 candidates, including students from special populations.

The guidelines that follow are designed to assist district and school staff to implement the SRA11 process at the local level. The information provided in this document is to be supplemented by a variety of additional HSPT11-related support documents which are listed in Appendix A.

PROGRAM DESCRIPTION

The SRA11 is an alternative assessment program designed for students whose knowledge and skills appear to be underestimated by large-scale traditional testing procedures. The following chart provides an overview of the SRA11 process. Specific details about each step can be found on succeeding pages.

Review ISRs*
To determine
eligible
students

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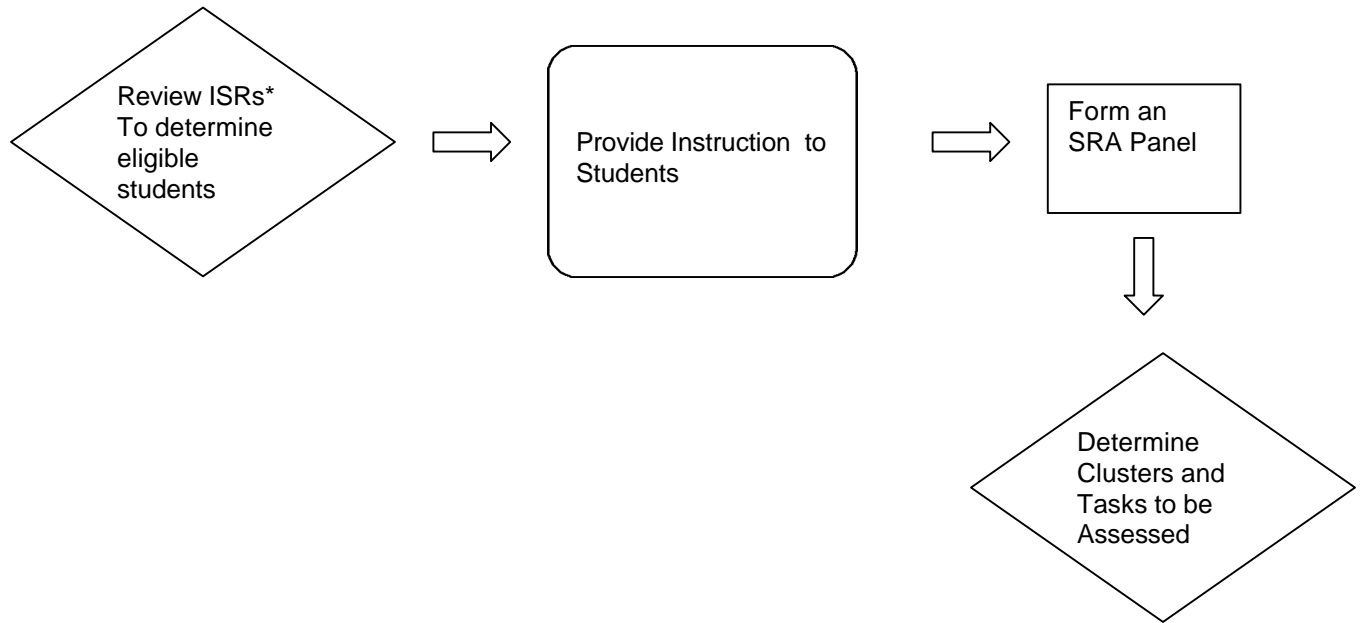
Score Tasks Using
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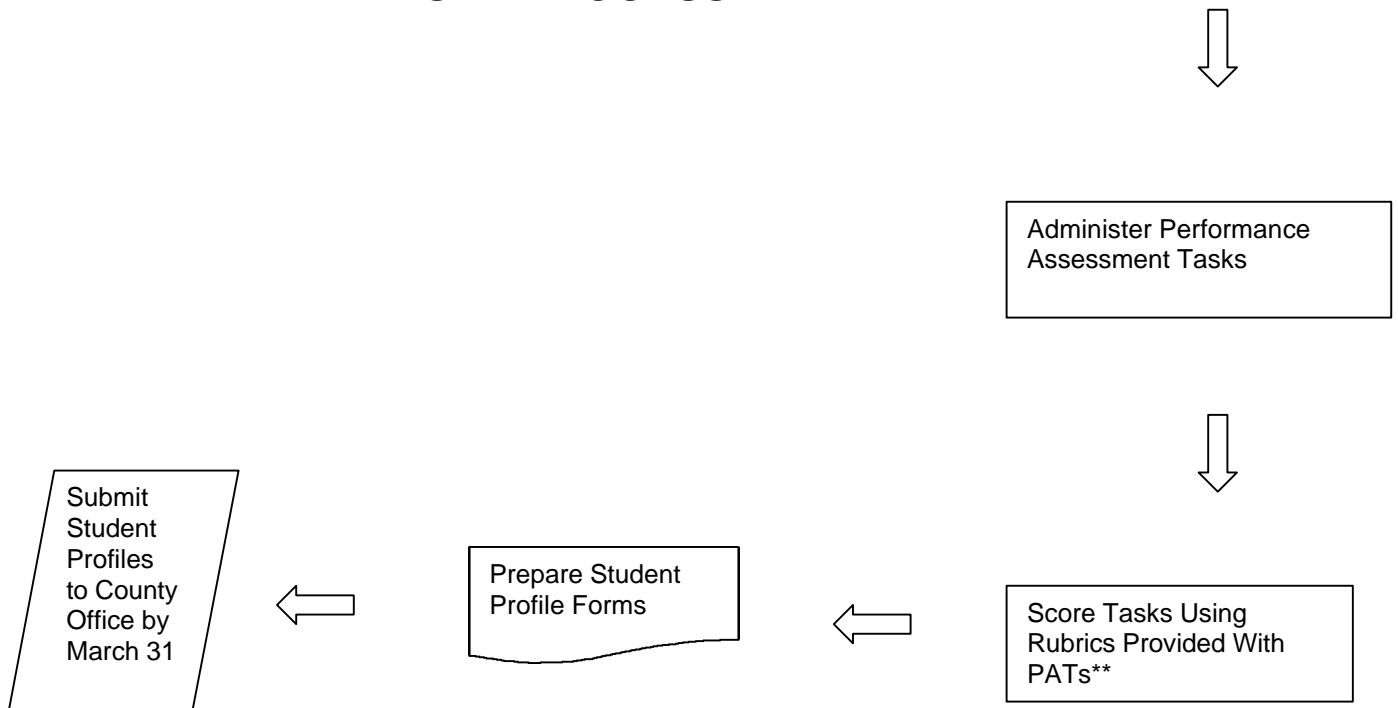
*ISR – Individual Student Report
**PAT – Performance Assessment Task

Eligibility for SRA11

Review ISRs to determine eligible students

For every administration of the HSPT11 each district is provided with Individual Student Reports (ISRs). These reports give specific score information on each student who took the examination. (See Appendix B for a sample ISR.)

The information for these score reports is used to determine if a student is eligible for the SRA11 process. Any student whose score is marked as "Not Pass" in any of the Total HSPT11 Score boxes is eligible for an SRA11 in that content area. A score is marked "Not Pass" if it falls below the passing score of 300. A student is only eligible for the SRA11 process for those content areas of the HSPT11 he or she has yet to pass (e.g., Reading, Mathematics, and/or Writing).

Juniors. HSPT11 scores from the October administration may be used to identify students in their junior year who are in need of special help to prepare them for the April HSPT11 administration. Instruction targeted at identified areas of weakness helps students to successfully complete the HSPT requirements in April of their junior year, and thus remove them from the pool of SRA11 candidates.

Seniors. To be eligible for the SRA11 process, students must be expected to complete all state and local graduation requirements in the twelfth grade (for a June or summer graduation) with the exception of passing one or more sections of HSPT11. Districts may begin the SRA11 process in September of the student's senior year.

Seniors who are receiving homebound instruction are eligible for the SRA11 process. Test security must be maintained when working with these students.

Non-Graded Students. High school pupils enrolled in special programs for "at risk," non-classified students or other non-graded categories, who have not passed one or more sections of the HSPT11, may participate in the SRA11 program as soon as they have achieved 12th grade level status.

Students who are not successful in completing the SRA11 or passing the HSPT11 in all subjects by the end of the senior year have a number of options for meeting the graduation testing requirement. If appropriate, they may:

- Continue the SRA11 process as a regular, vocational, or alternative high school student (fifth-year student or retained twelfth grader); or,

- Continue the SRA11 process as an adult high school student. Students enrolled in an adult high school, who have completed all other requirements except passing all sections of the HSPT11, upon completion and approval of the SRA11, need not return for the next administration of the HSPT11.

Individuals who are not enrolled in a regular, vocational, alternative, or adult high school may not participate in the SRA11 process. However, if they have met all graduation requirements except passing all sections of the HSPT11, they may continue to take the HSPT11 as a non-enrolled "returning student".

NOTE: Enrolled students undergoing the SRA11 are not exempt from taking the HSPT11. All SRA11 candidates (except IEP-exempt and LE-exempt students) must continue to take the HSPT11 each time it is administered, including April of the senior year.

This requirement serves three important functions:

1) the HSPT11 should be considered the primary means to demonstrate competence;

2) passing an HSPT11 section or sections previously failed, releases the student and the school from any SRA11 responsibilities to meet the testing graduation requirement for that student; and,

3) cluster-level performance data evidence from multiple administrations of the HSPT11 support SRA11 decisions.

Instructional Component

Provide Instruction
to Students

The instructional component of the process should begin after a student's first unsuccessful attempt at the HSPT11. An Individual Student Improvement Plan (ISIP) should be developed for each student involved in the SRA11 process and used to guide the student's instructional program.

In developing the ISIP, information about student scores from the ISR can be used to identify educational deficiencies in those HSPT11 clusters which will comprise a student's SRA11. However, a variety of measures such as classroom activities and other test scores should be used to identify each student's strengths and weaknesses in the content clusters.

District staff are encouraged to use a variety of approaches as they design and implement the instructional component of the SRA11 process. However, since the SRA11 Performance Assessment Tasks are secure and of limited number, they may not be used as instructional materials, nor should they be used to screen student readiness.

Forming the SRA11 Panel

Form an
SRA
Panel

After eligible students have been identified, an SRA11 panel must be formed to oversee each student's SRA11 experience.

The panel must be comprised of a minimum of three certified teachers who are experts in the HSPT11 content area to be addressed by the student's SRA11. The panel must include high school-certified English teachers for students who have not passed the reading or writing sections of the HSPT11, and high school-certified mathematics teachers for those students who have not passed the mathematics section of the HSPT11. As additional content areas are added to the HSPT11, certified teachers in the new content areas must be a part of the panel.

In addition to the three content experts, ESL/bilingual staff must also be included on the panel for all native language SRA11-related decisions. The SRA11 panel must include bilingual teachers if the student's content area instruction is administered in the context of a bilingual education program.

Additional panel members may also include a student's former teachers and native language assessors. District staff familiar with the HSPT11 and with the skills required in the content areas of the student's academic program should also be encouraged to participate on SRA11 panels or to be available as a resource to the panels. School and district test coordinators may also serve as a major resource for the SRA11 panels. An SRA11 "mentor" may be assigned to each student to ensure that the process is carried out thoroughly and fairly.

The SRA11 panel responsibilities include:

- Identifying the clusters which will constitute each student's SRA11 for a given content area and preparing written justifications for cluster decisions if necessary;

- Selecting the SRA11 Performance Assessment Tasks to be administered to individual students;

- Administering the SRA11 Performance Assessment Tasks (however, if necessary, professional staff other than the SRA11 panel members may administer SRA11 Performance Assessment Task under the supervision of the school or district SRA11 coordinator);

- Scoring the student responses;

- Tracking student progress; and,

- Completing the SRA11 Student Profiles.

Identifying the Clusters

Determine Clusters and Tasks to be Assessed

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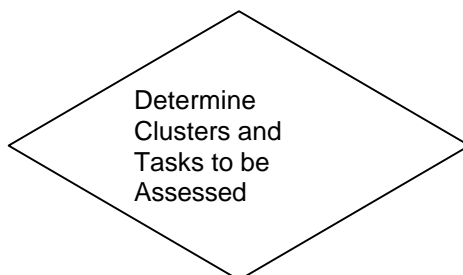
<u>Identifying initial cluster mastery</u>. District staff must exercise judgment concerning initial cluster mastery and identification of clusters which must be targeted by the SRA11 process.
(See Appendix C for a list of specific clusters in reading, writing and mathematics.)

For each student undergoing the SRA11 process, the SRA11 panel must determine which clusters, if any, have already been mastered as evidenced by HSPT11 performance and which clusters need to be addressed. This step is important for determining the instructional component of each student's SRA11 and for determining the number of clusters the student must successfully complete.

Each time a student is administered the HSPT11, an Individual Student Report (ISR) is issued summarizing the student's performance on the test section(s) as a whole and on its component clusters. Two types of indicators are available on the ISR:

(1)	HSPT Score by Content Area		Use the scale scores (100-500, with 300 indicating passing) to determine whether the student has passed each section of HSPT11; those who have not passed one or more sections are eligible for the SRA11.
(2)	Cluster Total - Points Received		Each raw point total represents the student's performance on a given HSPT11 cluster. Compare these totals to the "passing mean" for each cluster to determine if the student has mastered the skills and knowledge expected for each cluster.
			A cluster is considered to be mastered if the cluster total/points received meet or exceed the passing mean for that cluster.

<u>Minimum number of clusters to address</u>. For each student, the SRA11 must first address those clusters in which the student is below the passing mean . Beyond the minimum cluster requirements discussed below, the decisions about which clusters to include in the SRA11 process must be based on the panel's best judgments about the individual student's need for intervention. The panel's decision may be informed by scores from previous HSPT administrations, class work and other information about a student's strengths and weaknesses.

Standard errors of measurement are used to determine the minimum number of clusters needed. (These standard errors of measurement have been translated into score points for each content area and are illustrated on the chart on the following page.) If a student is <u>less than</u> one standard error of measurement (score point between 273 and 299) from passing on the **most recent administration** of the Reading or Mathematics section, the SRA11 must address one cluster for that subject. If a student is less than one standard error of measurement from passing on the **most recent administration** of the Writing section (score point between 271 and 299), the SRA11 must address Cluster I -- Writing Task regardless of initial cluster mastery.

If a student is <u>one or more</u> standard errors of measurement below the passing score (score point between 100 and 272) on the **most recent administration** of either Reading or Mathematics, the SRA11 must address three non-passing or the three lowest clusters regardless of initial cluster

mastery. If a student is one or more standard errors of measurement below the passing score on the **most recent administration** of the Writing section (score point between 100 and 270), the SRA11 must address both Cluster I -- Writing Task and Cluster II -- Revise/Edit regardless of initial cluster mastery.

Minimum Number of SRA11 Clusters to be Addressed

SUBJECT	HSPT11 SCORE	MINIMUM CLUSTERS
Reading & Math	500 - 300	0 (No SRA11 Needed)
	299 - 273	1 Non-Passing Cluster
	272 - 100	3 Non-Passing or Lowest Clusters
	LE Exempt-No Score	All Clusters
Writing	500 - 300	0 (No SRA11 Needed)
	299 - 271	Writing Task Only
	270 - 100	Writing Task & Revise/Edit Cluster
	LE Exempt-No Score	Writing Task Only

Clusters in which a student least consistently demonstrates mastery must be addressed first. In some rare cases in order to meet the minimum cluster requirements, a student's SRA11 may have to include a cluster or clusters for which the student has shown cluster level mastery through the HSPT11. However, under no circumstance may non-passing clusters be ignored over passing clusters.

Selecting the SRA11 Performance Assessment Tasks. After reviewing the HSPT11 content specifications, the SRA11 panel should review the state developed SRA11 Performance Assessment Tasks and identify tasks to be administered to each individual student. Sensitivity to each student's gender, ethnicity, native language, religion, and other background factors should be considered, along with the student's content area strengths and weaknesses, when selecting the SRA11 tasks. This review and selection process must occur under secure conditions under the direction of the district or school SRA11 coordinator.

Districts are only permitted to administer state-developed SRA11 Performance Assessment Tasks as evidence of HSPT11 skill mastery. The current pool of acceptable tasks was released to districts in January 1996 and is composed of 10 tasks for each HSPT11 cluster and an additional 10 tasks per cluster released during the 1996-97 school year. Thus, the pool of secure tasks is 20 per cluster. Future releases of new tasks will be timed with the deactivation of a segment of the secure pool of SRA11 Performance Assessment Tasks.

District-developed tasks used during the 1994-96 SRA11 process, may no longer be used to qualify students through the SRA11. However, district-developed tasks may be used as instructional or practice materials as part of the instructional component of the SRA11, or to screen student readiness.

Administering SRA11 Performance Assessment Tasks to Students

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+-----------------------+
|      Administer       |
|     Performance       |
|     Assessment        |
|        Tasks          |
+-----------------------+
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NOTE: SRA11 Performance Assessment Tasks must be administered to students under secure conditions.

Only the school or district SRA11 coordinator is permitted to maintain the complete set of tasks and to make copies of the tasks for individual student use. Each copy produced by the coordinator for an individual must have the student's name on it so that it may be tracked. Only the task that a student is scheduled to work with should be released to the teacher who is administering the task. Both the copy of the task and the student response must be returned to the coordinator as soon as the student has completed the task.

A student must qualify on three SRA11 Performance Assessment Tasks for each cluster constituting his or her SRA11, except for the writing task which requires two tasks. Each state-developed Performance Assessment Task has been developed for a specific content cluster, it may be used for different students to assess that cluster. However, *each task may be administered only once to an individual student.* If a student does not perform successfully on a specific task, additional tasks may be administered (based on the limitations of the number of tasks available) until he or she successfully completes the needed number of tasks.

Most SRA11 tasks should be completed in an untimed single seating (a short break is permitted). However, if it is not possible for a student to complete a task at one sitting, the task may be broken into separate and distinct pieces and given to the student in separate settings. For example, just the reading passage might be given to the student one day. The student would be allowed to read the passage and make margin notes or underline parts at this first session. At the end of the period, the passage would be collected and stored in a secure area. The next day, the student would be given both the passage and the questions. Upon completion of the answers to the questions on the second day, the total package would be collected and processed for scoring. If the process is to be administered over more than one day, steps must be taken to maintain the security of test instrument, and to protect the validity of the process. Under no circumstances may tasks or task questions be allowed to leave the room during administration.

Students must be proctored at all times while working on the Performance Assessment Tasks.

Scoring the Student Responses

Score Tasks
Using Rubrics
Provided with
 PATs

Scoring rubrics are used as the basis for scoring decisions. There are generic scoring rubrics for each content area, as well as task-specific rubrics for each Reading and Mathematics SRA11 Performance Assessment Task.
These rubrics provide the criteria for evaluating and scoring student performance.

Scoring SRA11 clusters in reading, mathematics and the revise-and-edit cluster of writing. Two content expert panel members must score each SRA11 Performance Assessment Task response independently. Panel member scores may only be a whole number--fractional scores are not appropriate. The two independent ratings must be equal (agreeing) or within one point of each other (contiguous/adjacent).

In order to determine the final task score, the two ratings from the panel members are averaged. The final task score may be a fraction.

If the two raters disagree by more than one point, a third content expert panel member must score the response. If a third panel member is used, the average of the two agreeing or contiguous ratings is the score for the task. If all three scores are contiguous, the middle rating becomes the student's score for that task.

In addition, the following rules apply:

- Students must achieve a *total* score across all submitted clusters of at least two times the number of clusters addressed by the SRA11, e. g., a total score of six or more if three clusters are addressed or an *average* score on all clusters of 2 or more.

- Students must achieve cluster scores equal to or greater than 1.0 on each cluster addressed by the SRA11.

Illustrative Case: Joe has repeatedly failed the mathematics section of the HSPT11 with scores ranging between 175 and 220. After careful review of his history, district staff have identified Joe's three weakest clusters in mathematics. Joe scores from the panel members and his task and cluster scores appear below:

Illustrative Case for SRA11 in Mathematics

Cluster	First Rater	Second Rater	Third Rater If Needed	Task Score	Cluster Score
Numerical	2.0	3.0	--	2.5	
Operations	2.0	3.0	--	2.5	2.5
	3.0	2.0	--	2.5	

Data Analysis	2.0	2.0	--	2.0	
	3.0	1.0	3.0	3.0	2.67
	3.0	3.0		3.0	
	1.0	1.0	--	1.0	
Fundamentals	1.0	2.0	--	1.5	1.83
of Algebra	3.0	3.0	--	3.0	

Since Joe needs three clusters, the total of the final three cluster scores to be submitted to the county office must be greater than 6 (3 clusters times a passing sore of 2). In this illustration the total of his cluster scores is 7.00, and no cluster score is lower than 1.0, thus he can be considered as having qualified on the mathematics portion of the SRA11. Appendix D lists the overall cluster scores for every combination of ratings of two raters on performance assessments.

Scoring Writing Cluster I - Essay. For the Writing Task, each of two content expert panel members applies the 0-6 scale employed in the New Jersey Registered Holistic Scoring Method, and the two scores are summed (rather than averaged). If the two scores are not equal or one point apart, the Writing Task response must be independently scored by a third rater and the student receives two-thirds the sum of all three scores, rounded up to the next whole number. For the two Writing Tasks, the student must achieve an average of "7" across the two tasks with no task having a lower summed score than "6". (See Appendix D, Part B.)

Native language assessors, in cooperation with a content expert from the SRA11 panel, must be used to score all performance-based tasks if the student responds in a language other then English and the student qualifies for a native-language SRA11. (See the section on SRA11 for Special Populations.)

Security Issues. The security of the Performance Assessment Tasks is a primary concern in this testing process. Controlled security of the contents of the SRA11 testing materials is required in order to maintain these tasks as fair test materials. The materials must be kept in locked storage by the SRA11 coordinator at all times except when in use. Copies may be made of individual tasks by the district or school coordinator. A permanent record of all such copies must be kept on file and must be available for inspection by the Department of Education upon request. These materials are not to be used as instructional materials or to screen students' readiness for the SRA11 process.

SRA11 tasks and student responses must be kept secure at all times.

The department will randomly select a sample of districts each year to review as part of the SRA11 audit. Districts which are audited will be required to show backup documentation of each student's performance on individual tasks as well as information about procedures used for panel activities, security and scoring.
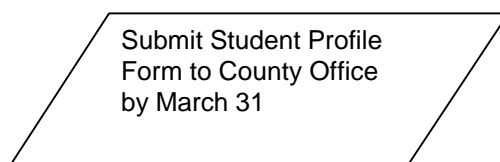
Preparing the Student Profiles

Prepare Student
Profile Form

A student profile must be prepared for submission to the county office for each student who completes the process. Specific directions for the completion of the profile forms accompanies the forms.

In addition, a District Summary Sheet must be completed which lists information about all of the students for whom a profile is being submitted. The District Summary Sheet is attached to the top of the student profiles, and all of the forms are submitted to the county office.

Submitting Completed Student Profiles to the County Office

Submit Student Profile
Form to County Office
by March 31

The SRA11 process must be completed in order for the Student Profiles for successful SRA11 candidates to be submitted to the county office no later than **March 31** of the student's senior year.

Late SRA11s. A late SRA11 or summer SRA11 is available for students under extenuating circumstances. Under certain circumstances SRA11 Student Profiles may be submitted to the county office after the March 31 profile submission deadline. These conditions fall into two main categories:

1. A "late" SRA11 is permitted for seniors who are expected to graduate in June of the current school year but have not yet taken the HSPT11 in one or more subjects prior to the April test administration of the senior year. The following students *automatically* qualify for a late SRA11:

   Seniors who transfer in from out-of-state or non-public schools after the October HSPT11 administration;

   Seniors who were seriously ill or disabled during prior test administrations; and,

   IEP-exempt students who are declassified in their senior year.

2. A late SRA11 may also be granted by the department to students who did take the HSPT11 prior to the April test administration of their senior year but were unable to complete the SRA11. The following students may qualify for a late SRA11 with the permission of the department:

   Seniors who went off role from a New Jersey public high school prior to the March 31 deadline and were subsequently readmitted after the March 31 deadline;

   Seniors who were ill or disabled for an extended time prior to the March 31 deadline; and,

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Seniors who would not be certified by the district prior to the March 31 deadline due to extenuating circumstances.

Unexcused absences or a student's failure to cooperate with the SRA11 process in a timely manner are <u>not</u> valid reasons for a late SRA11.

Since a Student Profile Form must include test score information, the profile submission deadline for students without HSPT11 scores may be extended to after the release of the April HSPT11 score reports in early June. However, the instructional component of the SRA11 and the administration of the SRA11 Performance Assessment Tasks should begin prior to the April HSPT11 administration. In lieu of HSPT11 cluster performance data, the district should conduct a needs assessment, using multiple measures, to determine which clusters need to be addressed by the SRA11. (Examples of multiple measures include: scores from the 1992 *Directory of Test Specifications and Items*, previous test scores, grades, and information about classroom performance.)

Districts are responsible for notifying the county office in writing of all potential "late" SRA11 cases as they arise. Notification should include the student's name, reason for the late SRA11, and the district's graduation date. All late SRA11 Student Profiles must be submitted to the county office no later than five working days after the district receives the April HSPT11 score reports in early June. The county office will make every effort to expedite the review of all late SRA11 profiles but cannot guarantee that the review and notification process will be completed prior to the commencement exercise.

<u>Summer SRA11</u>. The summer SRA11 is intended for seniors who have not passed all sections of the HSPT11 or successfully completed the SRA11 process and who anticipate a summer graduation. The summer SRA11 must be conducted within the context of a summer school instructional program designed either specifically for the SRA11 or as a subject course offering. Summer SRA11 candidates may include students who are new to the SRA11 or students who started the process during the regular school year but were unsuccessful.

Districts are responsible for notifying the county office in writing of all potential "summer" SRA11 cases no later than ten working days after the district receives the April HSPT11 score reports in early June. Notification should include the student's name, reason for the summer SRA11, and the district's summer school closing date. All summer SRA11 Student Profiles must be submitted to the county office no later than five working days after the district's summer school closing date.

SRA11 candidates meet the graduation testing requirement only when the district receives written approval from the county superintendent that the SRA11 Student Profile(s) submitted for a given student are approved.

While all districts in New Jersey have adopted a combination of state and local graduation requirements, the decision as to whether or not a student graduates is made by the local school district, pursuant to law and rule. The state's role is to ensure that the rights of all students are protected according to relevant statute and code. This approach has been adopted for the SRA11 process. The district superintendent and the high school principal are required to verify that each student's performance on the SRA11 Performance Assessment Tasks meets or exceeds the achievement level of the state's graduation test. The role of the county superintendent is to review the SRA11 Student Profiles to ensure that each local district implements the SRA11 process according to these guidelines.

A sample of districts will be audited each year by the department to verify that the SRA11 process is carried out consistently across the state.

SRA11 FOR SPECIAL POPULATIONS.

To the extent possible, the SRA11 process for special education, unclassified handicapped, and limited English proficient students should parallel the general process described in these guidelines.

Special Education Students

Students who are eligible for special education under the Individuals with Disabilities Education Act (IDEA) are entitled to participate in the SRA11, if they are required to take the HSPT11. Students whose Individualized Education Programs (IEPs) state that they are exempt from taking the HSPT11 are also exempt from participating in the SRA11 process.

Any test modifications or accommodations for students eligible for special education under IDEA or eligible under Section 504 of the Rehabilitation Act of 1973 must be specified in their IEPs or 504 plans and must be consistent with those used during instruction. Decisions about exemption, modifications and/or accommodations are made by the IEP or 504 team and should be based on individual student needs. Modifications and/or accommodations provide students with disabilities the opportunity to accurately demonstrate their knowledge and skills.

The Bureau of Assessment has adopted test modifications and accommodations which may be used when testing students who are eligible for services under IDEA or Section 504. A listing of the permissible modifications and accommodations may be found in Appendix B of the Examiner's Manual for the HSPT11. Additional modifications or accommodations that may be appropriate for use during the SRA11 process and are not listed may be approved by the director, Office of Assessment, upon written request from the district.

Limited English Proficient Students

New Jersey public schools have many students whose native language is not English and who have varying levels of proficiency in English. State law, N.J.A.C. 6.8-7.1 (b) (4), provides for a SRA in the native language for such students if they wish to exercise this option. Under certain conditions these students may be exempt from taking the HSPT11, and, therefore, must demonstrate mastery of all HSPT11 test clusters through the SRA11 process. Students who meet the following criteria are eligible for the SRA11 in their native language:

1) Score below the state-established cut-off score on the Language Assessment Battery or the Maculaitis Language Assessment Program. This is based on the most recent score earned on either test;

AND

2a) have participated in a bilingual, English as a Second Language (ESL), or EnglishLanguage Services program for two consecutive years or less prior to the date on which the HSPT11 is to be administered;

OR

2b) have attended school in the United States for three consecutive years or less prior to the date on which the HSPT11 is to be administered.

In addition, school districts must adhere to the following guidelines:

- LEP students who entered New Jersey schools during or after the ninth grade are eligible for a native-language SRA11 even if they are not exempt from taking the HSPT11.

- Students in grade 11 who entered New Jersey schools during or prior to the eighth grade are not eligible for an exemption from HSPT11 or a native-language SRA11.

- The district must screen its LEP population using the above exemption eligibility criteria to determine which students are eligible for HSPT11 exemptions and/or a native-language SRA11.

- All eligible students must be informed of their right to an HSPT11 exemption and/or a native language SRA11.

- In the event the district determines that an LEP student is eligible for a native-language SRA11, but the student elects for the SRA11 in English, a written agreement, signed by the student's parent(s) or guardian(s), must be obtained. This agreement must be kept at the district with the student's SRA11 documentation.

- If an eligible student satisfactorily completes one or more tasks in English and then decides to complete the rest of the tasks in his or her native language, a profile combining a mixture of English and native language tasks may be submitted to the county office for approval. (However, a student may not take the same task in both English and the native language.)

- LEP students who fulfill graduation requirements through the SRA11 in the native language must also pass the Maculaitis with a raw score of 133 in order to graduate. SRA11 Student Profiles for these students must be submitted to the county office by March 31, even if a score of 133 has not been achieved. Districts may not award a diploma, however, until:
  - students meet the English fluency requirement;
  - evidence of this is submitted to the county office; and,
  - the county office approves the profiles.

- LEP students undergoing a Writing SRA11 in a native language are required to complete Cluster I -- Writing Task only. Cluster II -- Revise/Edit is not required for the native language SRA11.

A number of SRA11 Performance Assessment Tasks have been translated by the department into languages other than English and may be administered to students who qualify for a native-language SRA11. (See Appendix D for a listing of available Native-Language SRA11 materials).

Administering the SRA11 in the Native Language. Administering the SRA11 in the native language involves the use of a native-language assessor. The native-language assessor is the link to the SRA11 panel. He/she enables the panel to evaluate and score the student's work. He/she may be a member of the panel if certificated in the content area being evaluated. These individuals may perform a variety of functions that include the following activities:

A. With translated materials:

- Explain the process and clarify instructions;

- Proctor the testing process to maintain the integrity of the test; and,
- Translate/interpret student responses to the content experts on the student's SRA11 panel. (The content experts will then score the student's work based on this translation/interpretation.)

B. Without translated materials:

- Assist with the selection of the tasks to be administered;
- Explain the process and clarify instructions;
- Proctor the testing process to maintain the integrity of the test;
- Develop a written list of idioms and cultural references with explanations as related to the materials that the student could not be expected to know;
- Assist the student in using an English-to-native-language dictionary;
- Explain to the student terms which are culturally different using either English or the native language;
- Translate/interpret student responses to the content experts if the student uses English materials but responds in the native language.

If the assessor is also a certified educator in the content area of the student's SRA11, the assessor may also serve as one of the two individuals scoring the materials.

The native language assessor should not, under any circumstances, read the text to the student. However, the native-language assessor may, within limits, do word or phrase translation either from the native language to English or from English to native language. The decision should be based on the cultural fairness of the question for the student. Thus, if the student encounters a word such as "humdinger" in English, the native-language assessor may clarify this for the student.

The native language assessor can be:

- A qualified educator within the district who is proficient in the native language. This person may or may not score the tasks, depending on his or her certification.

- A qualified educator from another district who is proficient in the native language. This person may or may not score the tasks, depending on his or her certification.

- A community member who is proficient in the language and is willing to work with the student and to assist the SRA11 panel in understanding the student's responses. (In this situation, the assessor would not score the student materials.)

Community members should only be used when qualified educators are not readily available. Under no circumstances should a noncertificated educator or other person be involved in scoring student responses. A list of trained/certified native language assessors is available from the Department of Education.

The following are some examples of ways in which a native language assessor could be used.

Example 1. This is the most frequent type of native language assessment. A student whose native language is Spanish takes the mathematics performance assessment tasks in the translated Spanish materials. The assessor, who is certified in mathematics and fluent in Spanish, is a member of the panel and also manages the testing process by providing the testing materials to the student, proctoring the

assessment, and scoring the student responses. The rating should also be done by a second Spanish language assessor with mathematics certification, or the first assessor should describe the answers to an English-speaking second assessor with mathematics certification for his/her evaluation.

Example 2. A student whose native language is Gujarati elects to take the SRA in that language. The native language assessor does not participate in the testing process. However, he/she translates or interprets the student's responses to the SRA panel in order to provide the panel members with the information needed to determine the student's proficiency.

Example 3. An LEP student whose native language is Bengali needs to take the SRA11 in reading. There is no state-approved Bengali version of any performance assessment tasks. The district may either elect to provide a translation of existing tasks by contracting with an approved translation company or use a native language assessor proficient in Bengali and English. In this situation, the student would be provided with an English to Bengali dictionary. The native language assessor would sit with the student during the assessment. The student could ask the assessor about certain idiomatic English constructions which the assessor would explain in Bengali. The assessor, in this situation, must be careful not to assist the student in actually reading the text of the task or in answering any of the questions. The student may write the responses to the questions either in Bengali or English.

If a student is eligible for an SRA11 in a language which has not been translated, the following options are available:

- The student may use the English version of the Performance Assessment Task and an English-to-native-language dictionary; or;

- English-only versions of the SRA11 Performance Assessment Tasks may be translated by a professional translation service, the cost of which must be paid by the local school district. These materials may not be translated by native language assessors.

Profiles for students who undergo the SRA11 process in their native language must also be submitted by March 31, even if they have not yet achieved a raw score of 133 on the Maculaitis Test. These students' profiles will be reviewed by the county superintendent along with all other profiles. Districts may not award a diploma, however, until students have met the English fluency requirement.

APPENDICES

Appendix A - HSPT11 Related Documents

The following documents describe the skills assessed on the HSPT11, along with cluster information, open-ended scoring procedures, and sample HSPT11 items and tasks:

- *Mathematics Instructional Guide: Linking Classroom Experiences to Current Statewide Assessments*, January 1996.

- *1992 Grade 11 High School Proficiency Test: Directory of Test Specifications and Items*, 1993.

- *1992 Grade 11 High School Proficiency Test: Guide to Open-Ended Scoring Procedures for Reading*, 1993.

- *1992 Grade 11 High School Proficiency Test: Guide to Open-Ended Scoring Procedures for Mathematics*, 1993.

- *The New Jersey Grade 11 High School Proficiency Test: The Registered Holistic Scoring Method: A Writing Handbook*, 1993.

- 1990-92 Due-Notice HSPT11 Test Booklets and Writing Tasks.

- *Reading Instructional Guide, EWT/HSPT11: Linking Classroom Experiences to Current Statewide Assessments*, 1997.

- *Report of the Reading Committee: Identification of the 8th-grade Skills in Reading and Test Specifications and Sample Items for the 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test*, May 1990.

- *Report of the Mathematics Committee: Identification of the 8th-grade Skills in Mathematics and Test Specifications and Sample Items for the 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test*, May 1990.

- *Report of the Writing Committee: Identification of the 8th-grade Skills in Writing and Test Specifications and Sample Items for 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test,* May 1990.

- *Report of the Eleventh-Grade High School Proficiency Test Reading Skills Development Committee*, June 1989.

- *Report of the Eleventh-Grade High School Proficiency Test Mathematics Skills Development Committee*, June 1989.

- *Report of the Eleventh-Grade High School Proficiency Test Writing Skills Development Committee*, June 1989.

The above documents have been distributed to school districts. To obtain additional copies of these documents or this manual, contact the department's Publication Sales at (609) 633-6292.

Appendix B - ISR

Appendix C - Clusters

READING

CLUSTER # I: Comprehending Narrative Text at Literal and Inferential Levels

CLUSTER #II: Comprehending Informational Text at Literal and Inferential Levels

CLUSTER #III: Comprehending Persuasive/Argumentative Text at Literal and Inferential Levels

CLUSTER #IV: Comprehending Workplace Text at Literal and Inferential Levels

MATHEMATICS

CLUSTER #I: Numerical Operations

CLUSTER #II: Measurement and Geometry

CLUSTER #III: Patterns and Functions

CLUSTER #IV: Data/Analysis

CLUSTER #V: Fundamentals of Algebra

WRITING

CLUSTER #I   Construct Meaning by Writing an Essay

CLUSTER #2   Reconstruct Meaning by Revising and Editing the Written Text of Another Writer

Appendix D - Overall Cluster Scores

The charts in this section can be used to verify final scores in individual clusters and for checking the final passing status of a student over all of his or her clusters. Parts A and B are to be used for determining final scores in an individual *cluster* while Part C is to be used to determine if a student has successfully completed the *total process*.

Part A: Reading and Mathematics - Chart for Determining Final Scores for a Cluster When Two Raters Are Used.

For each cluster submitted for approval, a totaled passing score on three Performance Assessment Tasks (PATs) must be attained in order to demonstrate mastery. The following chart lists every possible combination of scores that a student could obtain on three PATs when two people evaluate each task using a 0 to 3 scale.

Lowest Task Rating	Second Highest Task Rating	Highest Task Rating	Overall Cluster Score (Average)
0.00	0.00	0.50	0.17
0.00	0.00	1.00	0.33
0.00	0.00	1.50	0.50
0.00	0.00	2.00	0.67
0.00	0.00	2.50	0.83
0.00	0.00	3.00	1.00
0.00	0.50	0.50	0.33
0.00	0.50	1.00	0.50
0.00	0.50	1.50	0.67
0.00	0.50	2.00	0.83
0.00	0.50	2.50	1.00
0.00	0.50	3.00	1.17
0.00	1.00	1.00	0.67
0.00	1.00	1.50	0.83
0.00	1.00	2.00	1.00
0.00	1.00	2.50	1.17
0.00	1.50	1.50	1.00
0.00	1.50	2.00	1.17
0.00	1.50	2.50	1.33
0.00	1.50	3.00	1.50

Overall Cluster Scores Part A (cont.)

Lowest Task Score	Second Highest Task Score	Highest Task Score	Overall Cluster Score (Average)
0.00	2.00	2.00	1.33
0.00	2.00	2.50	1.50
0.00	2.00	3.00	1.67
0.00	2.50	2.50	1.67
0.00	2.50		
0.00	3.00	3.00	2.00
0.50	0.50	0.50	0.50
0.50	0.50	1.00	0.67
0.50	0.50	1.50	0.83
0.50	0.50	2.00	1.00
0.50	0.50	2.50	1.17
0.50	0.50	3.00	1.33
0.50	1.00	1.00	0.83
0.50	1.00	1.50	1.00
0.50	1.00	2.00	1.17
0.50	1.00	2.50	1.33
0.50	1.00	3.00	1.50
0.50	1.50	1.50	1.17
0.50	1.50	2.00	1.33
0.50	1.50	2.50	1.50
0.50	1.50	3.00	1.67
0.50	2.00	2.00	1.50
0.50	2.00	2.50	1.67
0.50	2.00	3.00	1.83
0.50	2.50	2.50	1.83
0.50	2.50	3.00	2.00
0.50	3.00	3.00	2.17

Overall Cluster Scores Part A (cont.)

Lowest Task Score	Second Highest Task Score	Highest Task Score	Overall Cluster Score (Average)
1.00	1.00	1.00	1.00
1.00	1.00	1.50	1.17
1.00	1.00	2.00	1.33
1.00	1.00	2.50	1.50
1.00	1.00	3.00	1.67
1.00	1.50	1.50	1.33
1.00	1.50	2.00	1.50
1.00	1.50	2.50	1.67
1.00	1.50	3.00	1.83
1.00	2.00	2.00	1.67
1.00	2.00	2.50	1.83
1.00	2.00	3.00	2.00
1.00	2.50	2.50	2.00
1.00	2.50	3.00	2.17
1.00	3.00	3.00	2.33
1.50	1.50	1.50	1.50
1.50	1.50	2.00	1.67
1.50	1.50	2.50	1.83
1.50	1.50	3.00	2.00
1.50	2.00	2.00	1.83
1.50	2.00	2.50	2.00
1.50	2.00	3.00	2.17
1.50	2.50	2.50	2.17
1.50	2.50	3.00	2.33
1.50	3.00	3.00	2.5
2.00	2.00	2.00	2.00
2.00	2.00	2.50	2.17
2.00	2.00	3.00	2.33

Overall Cluster Scores Part A (cont.)

Lowest Task Score	Second Highest Task Score	Highest Task Score	Overall Cluster Score (Average)
2.00	2.50	2.50	2.33
2.00	2.50	3.00	2.5
2.00	3.00	3.00	2.67
2.50	2.50	2.50	2.50
2.50	2.50	3.00	2.67
2.50	3.00	3.00	2.83
3.00	3.00	3.00	3.00

Part B: Writing - **Chart for Determining the Writing Task Cluster Status When Two Raters Are Used.**

If the Writing Tasks only are administered and scored by two raters on a scale of 0 to 6, the final task score is a *sum* of the two raters scores. Thus the final task score would fall between 0 and 12. Therefore:

If the Lowest Final Task Score is:	and	The Highest Final Task Score is:	then	The Final Writing Task Cluster Status is:
0-5		0-12		Fail
6		6-7		Fail
6		8-12		Pass
7-12		7-12		Pass

If both the Writing Task and the Revise/Edit Clusters are administered and scored by two raters on a scale of 0 to 6 for the Writing Task, and a scale of 0 to 3 for the Revise /Edit Cluster, the following chart applies:

Writing Task *Total* of Two Readers (Total Score of 0-12)		Revise/Edit *Average* of Two Readers	Final Passing Status
Lowest Task Score	Highest Task Score	(Average Score 0-3)	
0-5	0-12	0.00-3.00	Fail
6	6-7	0.00-1.50	Fail[1]
6	6-7	2.00-3.00	Fail[2]
6	8-12	0.00-1.50	Fail[3]
6	8-12	2.00-3.00	Pass
7-12	7-12	0.00-1.50	Fail
7-12	7-12	2.00-3.00	Pass

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[1]Inadequate performance on writing tasks and on revise/edit.

[2]Inadequate performance on writing tasks only.

[3]Inadequate performance on revise/edit only.

Part C: Passing Status Based on Total Cluster Scores

The following chart can be used to determine a student's SRA11 passing status based on the scores received in each cluster. To use the chart first find the total number of clusters completed in a content area. Then locate the line with the student's scores (reading across) from the lowest cluster score to the highest cluster score. Read across the line to the right column to determine if the student has passed or failed the process.

Number of Clusters SRA11 Addresses	Score of Lowest Cluster	Score of Next Cluster	Score of Middle Cluster	Score of Next Highest Cluster	Score of Highest Cluster	*SRA11 Passing Status*
1					0.00-1.83	*Fail*
					2.00-3.00	*Pass*
2	0.00-0.83				0.00-3.00	*Fail*
	1.00				0.00-2.83	*Fail*
	1.00-3.00				3.00	*Pass*
	1.17				1.17-2.82	*Fail*
	1.17				2.83-3.00	*Pass*
	1.33				1.33-2.50	*Fail*
	1.33				2.67-3.00	*Pass*
	1.50				1.50-2.33	*Fail*
	1.50				2.50-3.00	*Pass*
	1.67				1.67-2.17	*Fail*
	1.67				2.33-3.00	*Pass*
	1.83				1.83-2.00	*Fail*
	1.83				2.17-3.00	*Pass*
	2.00-3.00				2.00-3.00	*Pass*

Overall Cluster Scores - **Part C** (cont.)

Number of Clusters SRA11 Addresses	Score of Lowest Cluster	Score of Next Cluster	Score of Middle Cluster	Score of Next Highest Cluster	Score of Highest Cluster	SRA11 Passing Status
3	0.00-0.83		0.00-3.00		0.00-3.00	Fail*
	1.00		1.00-1.83		1.00-3.00	Fail
	1.00		2.00		2.00-2.83	Fail
	1.00		2.00-3.00		3.00	Pass
	1.17		1.17-1.67		1.17-3.00	Fail
	1.17		1.83		1.83-2.83	Fail
	1.17		1.83-3.00		3.00	Pass
	1.33		1.33-1.50		1.33-3.00	Fail
	1.33		1.67		1.67-2.83	Fail
	1.33		1.67-3.00		3.00	Pass
	1.50		1.50		1.50-2.83	Fail
	1.50		1.50-3.00		3.00	Pass
	1.67		1.67		1.67-2.50	Fail
	1.67		1.67-3.00		2.67-3.00	Pass
	1.83		1.83		1.83-2.33	Fail
	1.83		1.83		2.50-3.00	Pass
	2.00-3.00		2.00-3.00		2.00-3.00	Pass
4	0.00-0.83	0.00-3.00		0.00-3.00	0.00-3.00	Fail*
	1.00	1.00		1.00-2.83	1.00-3.00	Fail
	1.00-3.00	1.00-3.00		3.00	3.00	Pass
	1.00	1.17		1.17-2.67	1.17-3.00	Fail
	1.00	1.17		2.83	2.83	Fail
	1.00	1.17		2.83-3.00	3.00	Pass
	1.00	1.33		1.33-2.50	1.33-3.00	Fail
	1.00	1.33		2.67	2.67-2.83	Fail
	1.00	1.33		2.67-3.00	3.00	Pass

* Students must achieve cluster scores greater then 1.0 on each cluster addressed.

Overall Cluster Scores - Part C (cont.)

Number of Clusters SRA11 Addresses	Score of Lowest Cluster	Score of Next Cluster	Score of Middle Cluster	Score of Next Highest Cluster	Score of Highest Cluster	SRA11 Passing Status
4 (cont.)	1.17	2.00		2.00	2.00-2.67	Fail
	1.17-3.00	2.00-3.00		2.00-3.00	2.83-3.00	Pass
	1.17	2.17		2.17	2.17-2.33	Fail
	1.17-3.00	2.17-3.00		2.17-3.00	2.50-3.00	Pass
	1.17-3.00	2.33-3.00		2.33-3.00	2.33-3.00	Pass
	1.33	1.33		1.33-2.17	1.33-3.00	Fail
	1.33	1.33		2.33	2.33-2.83	Fail
	1.33	1.33-3.00		2.33-3.00	3.00	Pass
	1.50	1.50		1.50-1.83	1.50-3.00	Fail
	1.50	1.50		2.00	2.00-2.83	Fail
	1.50-3.00	1.50-3.00		2.00-3.00	3.00	Pass
	1.67	1.67		1.67	1.67-2.83	Fail
	1.67-3.00	1.67-3.00		1.67-3.00	3.00	Pass
	1.83	1.83		1.83	1.83-2.33	Fail
	1.83-2.00	1.83-2.00		1.83-2.00	2.50	Pass
	2.00-3.00	2.00-3.00		2.00-3.00	2.00-3.00	Pass
5	0.00-0.83	0.00-3.00	0.00-3.00	0.00-3.00	0.00-3.00	Fail*
	1.00	1.00	1.00-1.83	1.00-3.00	1.00-3.00	Fail
	1.00	1.00	2.00	2.00-2.83	2.00-2.83	Fail
	1.00	1.00	2.00	2.00-2.83	3.00	Fail
	1.00-3.00	1.00-3.00	2.00-3.00	3.00	3.00	Pass
	1.00	1.00	2.17	2.17-2.50	2.17-3.00	Fail
	1.00	1.00	2.17	2.83	2.83	Fail
	1.00-3.00	1.00-3.00	2.17-3.00	2.83-3.00	3.00	Pass

* Students must achieve cluster scores greater then 1.0 on each cluster addressed.

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Overall Cluster Scores - Part C (cont.)

Number of Clusters SRA11 Addresses	Lowest Cluster	Next Cluster	Middle Cluster	Next Highest Cluster	Highest Cluster	SRA11 Passing Status
5 (cont)	1.00	1.00	2.33	2.33-2.50	2.33-3.00	Fail
	1.00	1.00	2.33	2.67	2.67-2.87	Fail
	1.00-3.00	1.00-3.00	2.33-3.00	2.67-3.00	3.00	Pass
	1.00-3.00	1.00-3.00	2.50-3.00	2.50-3.00	2.50-3.00	Pass
	1.00	1.17	1.17-1.67	1.17-3.00	1.17-3.00	Fail
	1.00	1.17	1.83	1.83-2.83	1.83-2.83	Fail
	1.00	1.17	1.83	1.83	3.00	Fail
	1.00-3.00	1.17-3.00	1.83-3.00	3.00	3.00	Pass
	1.00	1.33	1.33-1.50	1.33-3.00	1.33-3.00	Fail
	1.00	1.33	1.67	1.33-2.83	1.33-2.83	Fail
	1.00	1.33	1.67	1.33-2.83	3.00	Fail
	1.00-3.00	1.33-3.00	1.67-3.00	3.00	3.00	Pass
	1.00	1.50	1.50	1.50-2.83	1.50-3.00	Fail
	1.00-3.00	1.50-3.00	1.50-3.00	3.00	3.00	Pass
	1.00	1.67	1.67	1.67-2.50	1.67-3.00	Fail
	1.00	1.67	1.67	2.67	2.67-2.83	Fail
	1.00-3.00	1.67-3.00	1.67-3.00	2.67-3.00	3.00	Pass
	1.00	1.83	1.83	1.83-2.33	1.83-3.00	Fail
	1.00	1.83	1.83	2.50	2.50-2.83	Fail
	1.00-3.00	1.83-3.00	1.83-3.00	2.50-3.00	3.00	Pass
	1.00	2.00	2.00	2.00	2.00-2.83	Fail
	1.00-3.00	2.00-3.00	2.00-3.00	2.00-3.00	3.00	Pass
	1.00	2.17	2.17	2.17	2.17-2.33	Fail
	1.00-3.00	2.17-3.00	2.17-3.00	2.17-3.00	2.50-3.00	Pass
	1.00-3.00	2.33-3.00	2.33-3.00	2.33-3.00	2.3-3.00	Pass

**Appendix E - Native Language SRA11 Performance Assessment Task
Materials Availability**

Native Language SRA11 Performance Assessment Tasks which have been translated from English language tasks include:

Available in 1998-1999 School Year

Haitian Creole
Gujarati
Korean
Polish
Spanish
Arabic
Chinese
Japanese
Portuguese
Vietnamese

Earlier versions of translated materials should no longer be used. See the section on Limited English Proficient Students for other options.

Appendix F - Directory of Translation Vendors

This directory is provided as a service to school districts in the event that they wish to have materials translated into a language other than the ones provided by the Department of Education. It does not imply an endorsement of any of the listed vendors, nor is it a complete list of vendors.

Access Language Experts
865 United Nations Plaza
New York, NY 10017
(212) 355-4455

ALS Translation and Interpreting
2 Penn Center Plaza
Philadelphia, PA
(215) 922-6744
 or
18 John Street, Suite 300
New York, NY 10038

American Translations
225 Broadway, Rm. 1040
New York, NY 1307
(212) 227-8040

Foreign Language Institute
1510 Chestnut Street, #1
Philadelphia, PA
(215) 563-3180

Inlingua
230 South Broad Street
Philadelphia, PA
(800) 361-6444

Language Services Associates
607 N. Easton Road
Bld. D2
Willow Grove, PA 19090
(800) 305-WORD

Lexicomm, Int.
812 Addison Street
Philadelphia, PA
(215) 592-4314

Quantum, Inc. (Asian Languages)
929 Arch Street
Philadelphia, PA

Tex Translation and Interpreting
1518 Walnut Street
Philadelphia, PA
(215) 772-1820